**The European Alliance System**

**Agenda:**

1. West Wing Video on Diplomacy
2. Play “Brinksmanship: The Art of Diplomacy”
3. Analyzing Results: “Brinksmanship” a Cause of War?
4. What was the European Alliance System?

**Expectations:**

CGV.01 - describe some of the major local, national, and global forces and events that have influenced Canada’s policies and Canadian identity since 1914.

CG1.04 - identify some of the ways in which foreign powers (e.g., British, European, American) have influenced Canadian foreign policy (e.g., alliances, participation in wars, peacekeeping, international aid, trade).

**Activities:**

1. Show the West Wing video on negotiation and the art of diplomacy (<http://www.youtube.com/watch?v=jMUFP3x-cno>).
   1. Quickly debrief what negotiations are, and how the process works. Be sure to indicate how the video goes into detail about what something appears to be, and what really is.
2. Brinksmanship: The Art of Diplomacy
   1. Divide the class into 3 groups
   2. Once they are in their groups, hand out “Brinksmanship: The Art of Diplomacy” (Appendix 1.1)
   3. Go through the Rules of the Game, be sure all groups are clear what they are.
   4. Aid the class in conducting the game by moderating the time each group spends on each round of the process as outlined on the handout.
3. Once the game has been completed, take up the results with the class.
   1. Break it down by group/country, have each one outline how their negotiations went with the other groups/countries.
   2. Be sure to look for any discrepancies to try and arouse some tension between the groups.
   3. Have the groups vote on a final outcome, whether or not their negotiations would leave them in peace or having to go to war.
4. Upon completion of the game, examine how their conduct during the simulation compared to what actually went on prior to the outbreak of WWI
   1. Begin a short lecture on the Triple Alliance and Triple Entente.
   2. Be sure to focus on key points as to **why** each country was a part of their respective alliances, and how these systems dragged each other into a war once that one spark was ignited (assassination of the Archduke).
   3. Link what happened in the classroom simulation to what happened in 1914, and have students examine the similarities and differences